



Photographs and Illustrations

The Governor's Mansion has an extensive collection of historic images that have been incorporated into the lessons within this guide. These photographs and illustrations may be reproduced for classroom use.

	Lesson				
	One	Two	Three	Four	Five
Mansion Rooms and Architecture					
Exterior Front—Governor's Mansion	X				
Front Entry Hall, 1940s	X				
Informal Parlor (Living Room), 1930s	X				
Formal Dining Room, 1950s	X				
Governor's Bedroom, 1940s	X				
Kitchen, 1940s	X				
Architectural Drawing—Front Exterior		X	X		
Architectural Drawing—East View		X	X		
1877 Pen and Ink Drawing		X			
Governors and their Families					
Governor George Pardee					X
Governor Earl Warren					X
Governor Edmund G. "Pat" Brown					X
Governor Ronald Reagan					X
Additional transparencies					
California Topography			X		
California State Government Tree					X

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Governor's Mansion Front Exterior



Front Entry Hall, 1940s



Informal Parlor (Living Room), 1930s



Formal Dining Room, 1950s

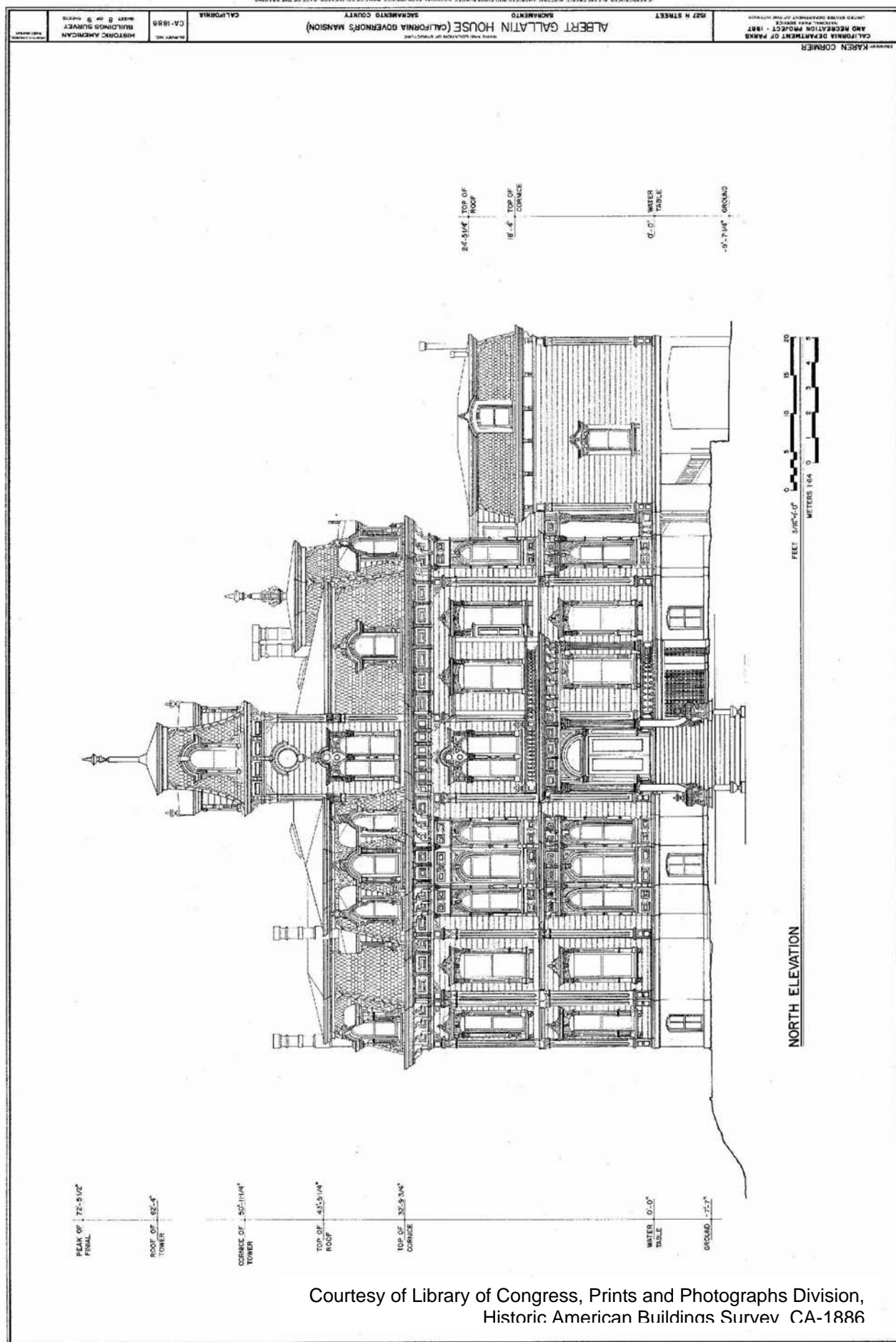


Governor's Bedroom, 1940s

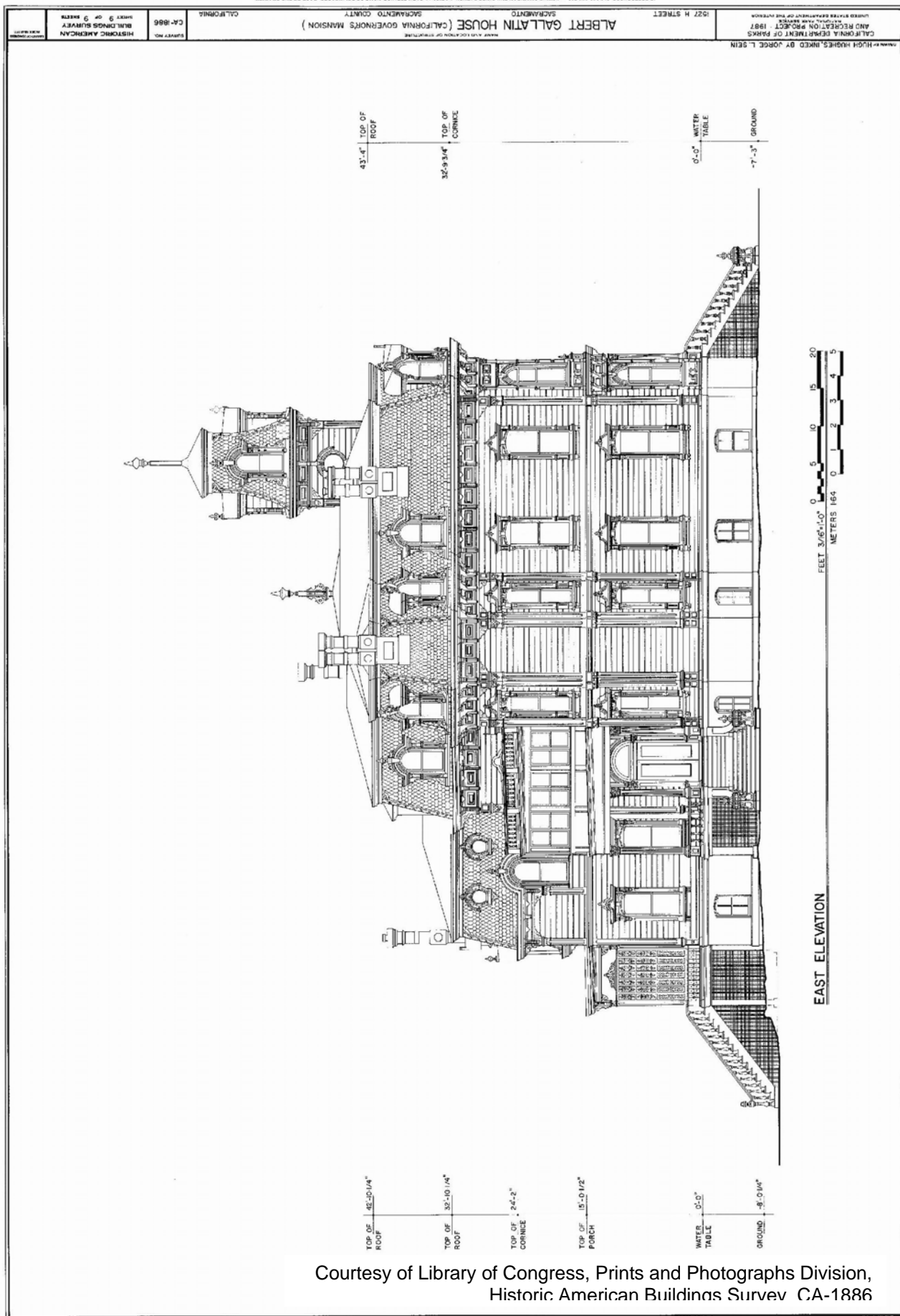


Kitchen, 1940s





Architectural Drawing—East Exterior View



Courtesy of Library of Congress, Prints and Photographs Division,
Historic American Buildings Survey CA-1886

1877 Pen and Ink Drawing of the Mansion



Courtesy of California State Parks. Artist: Thompson and West

Governor George Pardee, 1903-1907



Courtesy of the State Capitol Museum and Joint Rules Committee of the California Legislature

Governor Earl Warren, 1943-1953



Courtesy of the State Capitol Museum and Joint Rules Committee of the California Legislature

Governor Edmund G. "Pat" Brown, 1959-1967



Courtesy of the State Capitol Museum and Joint Rules Committee of the California Legislature

Governor Ronald Reagan, 1967-1975

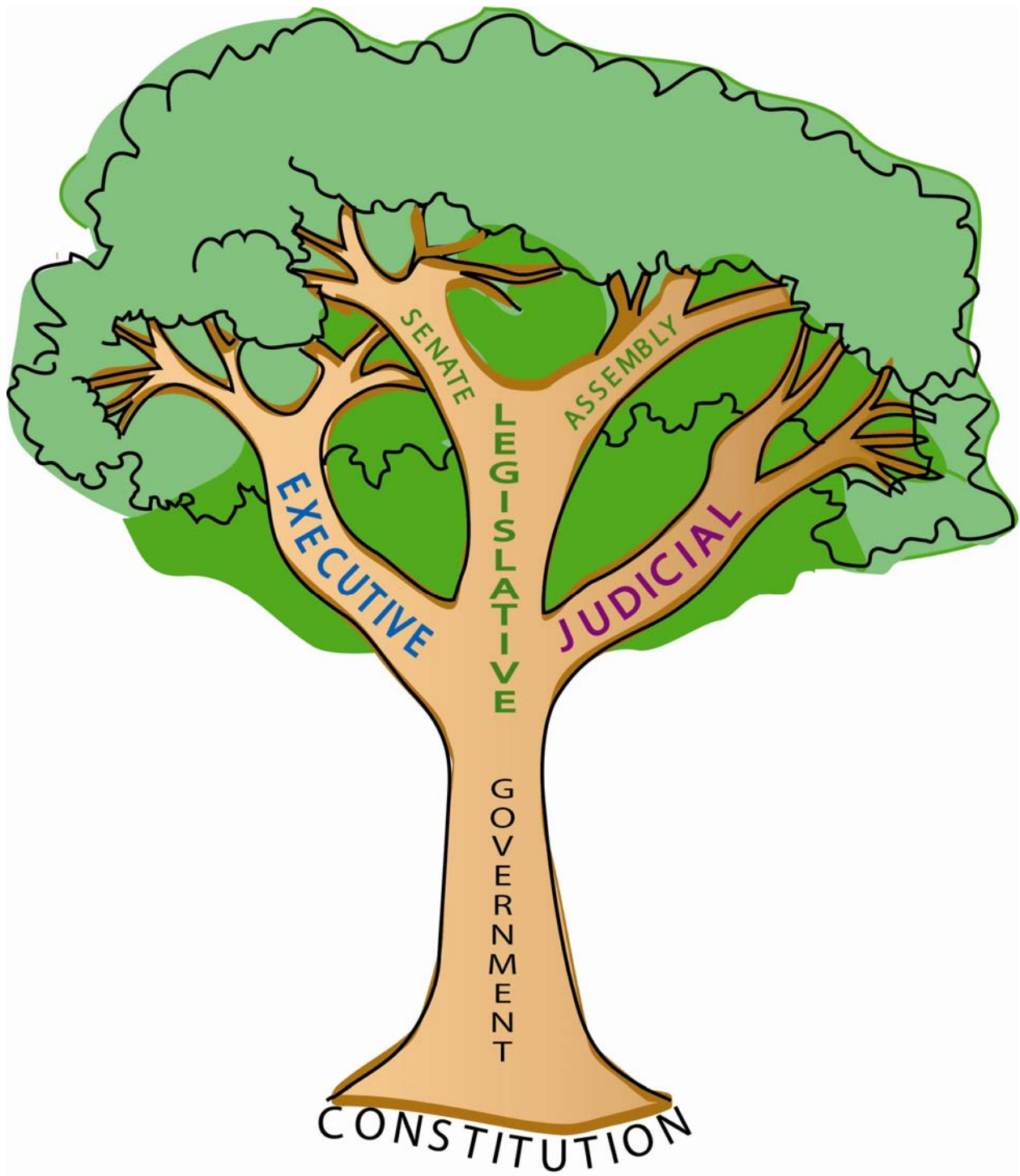


Courtesy of the State Capitol Museum and Joint Rules Committee of the California Legislature

California Topography



California State Government Tree





Appendix A

Vocabulary

Architecture

Acanthus—a Mediterranean plant with thick, scalloped leaves often used as a decorative element on Corinthian columns.

Arch—a curved structure supporting the weight of material over an open space.

Bay window—a projecting window with an angular plan.

Brackets—projecting support members found under eaves or other overhangs.

Column—a slender and long structure, usually with a cylindrical shaft, a base, and a top which is called a capital.

Cupola—a small domed structure crowning a roof or tower.

Dormer—a window covered with its own roof that projects from the sloping roof of a house.

Finial—the decorative part that ends the point of a spire or other item that projects upward.

Gazebo—a small roofed outbuilding erected for outdoor dining and entertaining.

Mansard—a roof having two slopes on all four sides with the lower slope much steeper than the upper slope.

Molding—a continuous decorative band found on both the inside and outside of a building.

Newel—the tall and sometimes fancy carved post at the top or bottom of a stair, holding up the handrail.

Shingle—a thin unit of wood, slate, tile, concrete or other material used in a series of overlapping rows to cover the roof or side of a house.

People

Biography—an account of the series of events making up a person's life.

Muckraker—a journalist, author or filmmaker who investigates and exposes wrongdoing in society and politics.





Appendix B

Other Post-tour Activities—Writing

Objectives

Students will be able to:

- Write a letter giving information and expressing an opinion
- Write an essay that reveals personal feelings about a memorable and significant event
- Write an essay that reflects the lifestyles and traditions of people
- Write questions in order to gather information about a person in California history

1. During the time people lived in the mansion, it was customary to write letters to friends and relatives telling them about the things they did and saw and heard. Write a letter to a relative or friend telling what you saw at the Governor's Mansion. Select one room or area of the mansion that you liked best. What did you like about it and why?
2. Albert and Clemenza Gallatin built their home in 1877 to demonstrate their success in life. If you were to build a home to show off, what would it look like and where in California would you build it? Explain why you selected the site for your home.
3. Write a journal entry telling about your field trip to the Governor's Mansion. What did you like the best? What did you like the least? What are five facts that you learned and can share with others?
4. The Governor's Mansion has a varied collection of furnishings that represent the times and activities of the thirteen first families who lived there. Write about the furnishings that today's families have in their homes that represent today's activities.
5. Prepare an interview with one of the first families who lived in the Governor's Mansion. Write questions that would get answers to the who, what, where, when, why, and how. Avoid writing questions that would get a yes or no answer. One student should be the interviewer and another portrays a member of one of the first families. When the interview is complete switch roles.
6. Either as part of a group or individually, have students research and write a report on one of the thirteen governors who occupied the mansion. Have each group or individual present their report to the class.
7. Have students draw a time line that begins with the year 1877 and ends with the year 1967 on a long roll of kraft paper. Direct them to mark the top of the time line with one major state, national and world event, such as wars, 1906 Earthquake, the



women's vote, the Great Depression, etc., that occurred during each governor's term. Label the bottom of the time line with important events in the history of the Governor's Mansion and its inhabitants. If possible, ask students to illustrate some of the events by bringing in photocopies of pictures from textbooks, research books, etc. Complete the activity by discussing how and why certain events affected or did not appear to affect the governors and their families.

8. Have students work in groups to conduct research on the history of the Governor's Mansion. They should try to discover who designed the building and when; how and why the mansion was chosen; what architectural style the building represents; how citizens reacted to the design of the mansion; and what changes have taken place to the building since it was completed. Next have each group choose a governor's mansion from another state, and compare it to the California Governor's Mansion.



Appendix C

Post-Tour Worksheets

Designed as supplemental materials, the post-tour worksheets do not necessarily correspond to any specific lesson. The worksheets can be used as part of the pre-visit lesson plans or as a way to test the students' knowledge following a visit to the Governor's Mansion.

Worksheet	Lesson				
	One	Two	Three	Four	Five
Governor's Mansion Architectural Features		X			
Find the Governors				X	X
Unscrambling the Mansion Rooms		X			X
Filling in the Blanks in History	X				X

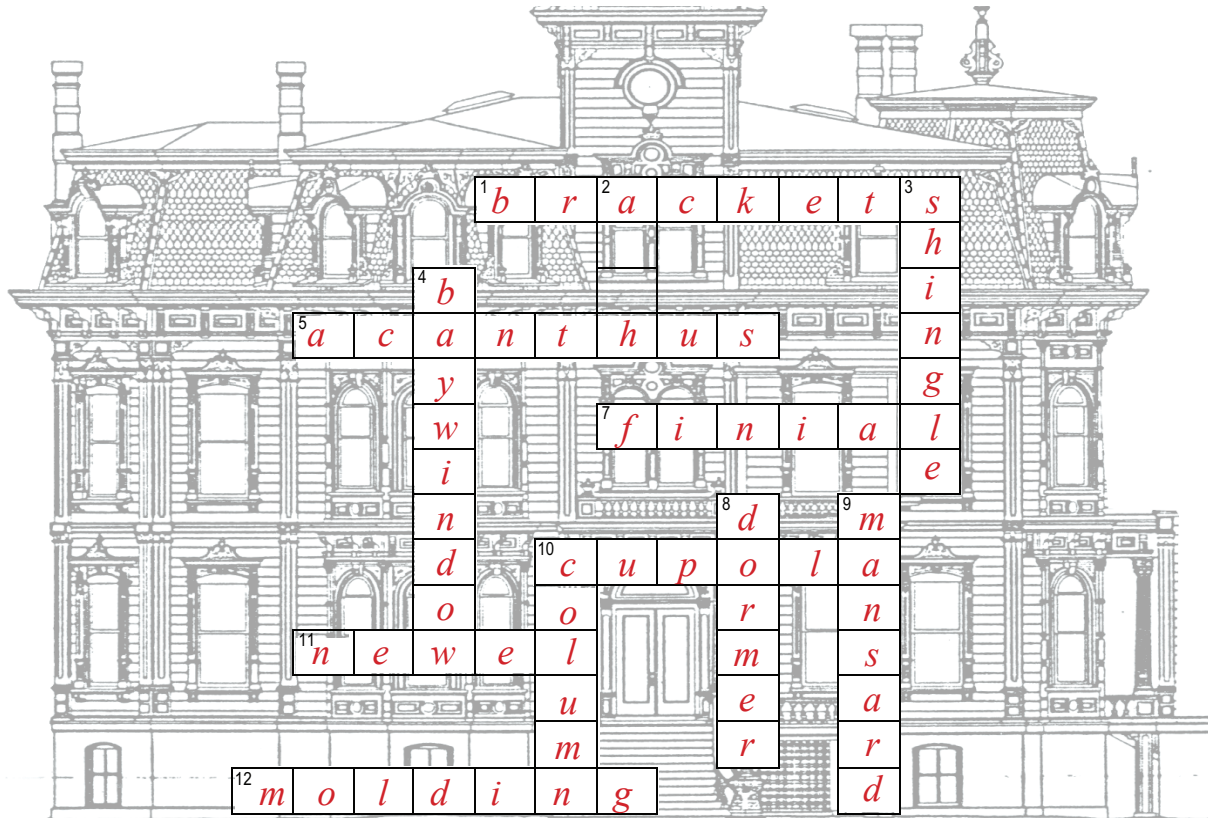


NAME: _____

DATE: _____

Governor's Mansion Architectural Features

Directions: Write your answers to questions 1-12 in the crossword puzzle below.



Across

1. Projecting support members found under eaves or other overhangs
5. A Mediterranean plant with thick, scalloped leaves often used as a decorate element on Corinthian columns
7. The decorative part which ends the point of a spire or other item that projects upward
10. A small domed structure crowning a roof or tower
11. The tall and sometimes fancy carved post at the top or bottom of a stair, holding up the handrail or banister
12. A continuous decorative band found on both the inside and outside of a building

Down

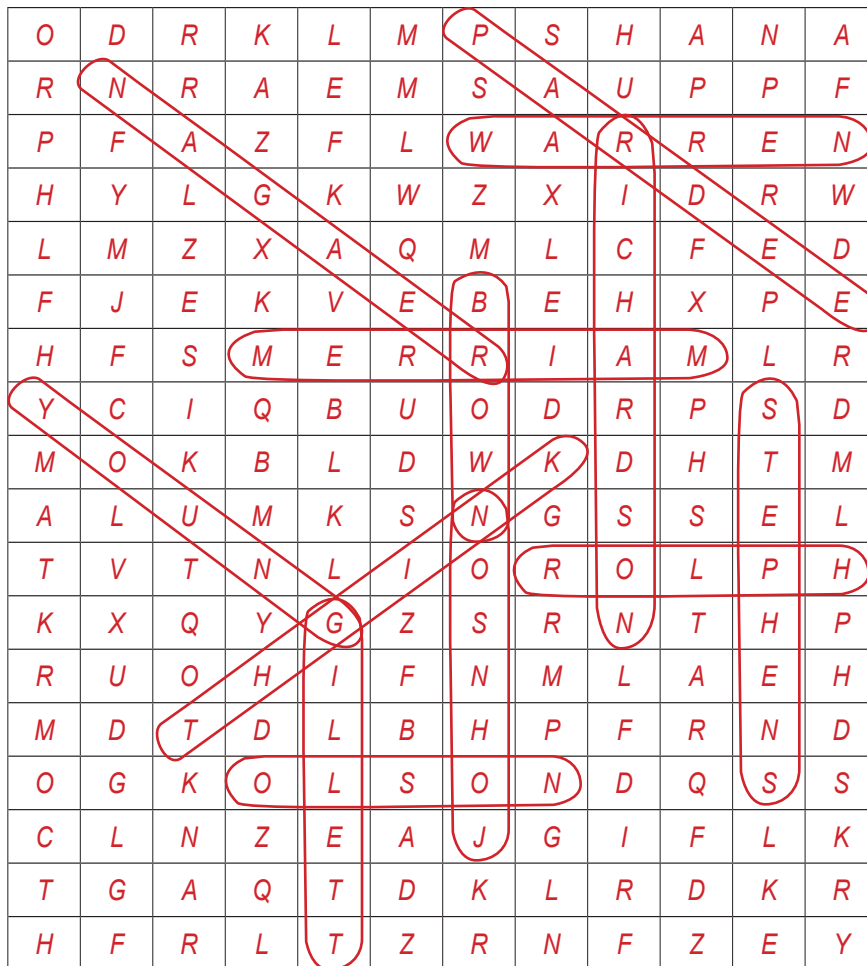
2. A curved structure supporting the weight of material over an open space
3. A thin unit of wood, slate, tile, concrete, or other material used in a series of overlapping rows to cover the roof or side of a house
4. A projecting window with an angular design
8. A window covered with its own roof which projects from the sloping roof of a house
9. A roof having two slopes on all four sides with the lower slope much steeper than the upper slope
10. A slender and long structure, usually with a cylindrical shaft, a base, and a top which is called a capital

NAME: _____

DATE: _____

Find the Governors word search

Directions: Below is a list of all the governors who have lived in the mansion. Find their names in the puzzle. Hint: look up, down, sideways, and backwards.



Look for the names in CAPITAL letters

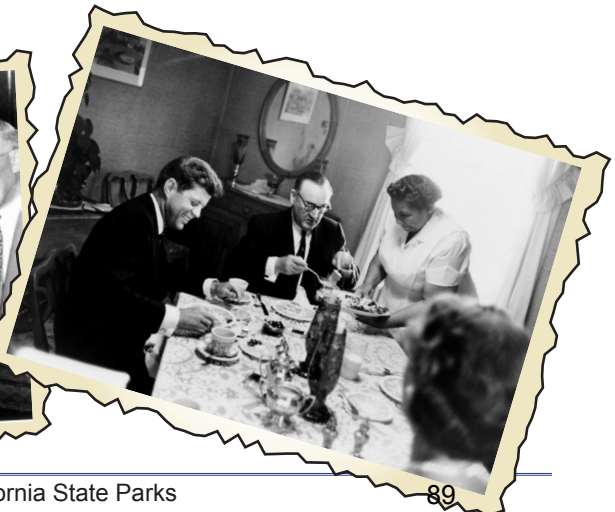
- | | | |
|----------------------|------------------|--------------------|
| 1. George PARDEE | 6. Clement YOUNG | 11. Goodwin KNIGHT |
| 2. James GILLET | 7. James ROLPH | 12. Edmund BROWN |
| 3. Hiram JOHNSON | 8. Frank MERRIAM | 13. Ronald REAGAN |
| 4. William STEPHENS | 9. Culbert OLSON | |
| 5. Friend RICHARDSON | 10. Earl WARREN | |

NAME: _____ DATE: _____

Unscrambling the Mansion Rooms

Directions: Read each sentence. Unscramble the word to complete the sentence.

- Governor Johnson's Locomobile caused the **CARRIAGE** house to be transformed into a garage. GRIERACA
- Young Helen Pardee and her friends held a children's fair in the **BASEMENT** to raise money for the new Sacramento Children's Home. NSETBAME
- Due to James Gillett Jr.'s asthma, the porch roof above the mansion's 16th street entrance was converted into a **SLEEPING** porch. EPSELGNI
- In December 1917 the **KITCHEN** was demolished by dynamite. TIKNHEC
- Every Thursday during the legislative sessions, Lyla Young received visitors in the **PARLOR** where she served tea and pastries. ROLPAR
- Governor Rolph enjoyed a game of cards with his colleagues in the **CUPOLA**. UOPCLA
- Governor Warren and his wife often hosted dinner parties in the **DINING** room. NIDIGN
- In 1959 Senator John F. Kennedy had breakfast with Governor and Mrs. Brown in the **BREAKFAST** room. AKREBSFAT
- The Gallatins designed the mansion with a **BALLROOM** on the third floor. OAMLBOLR



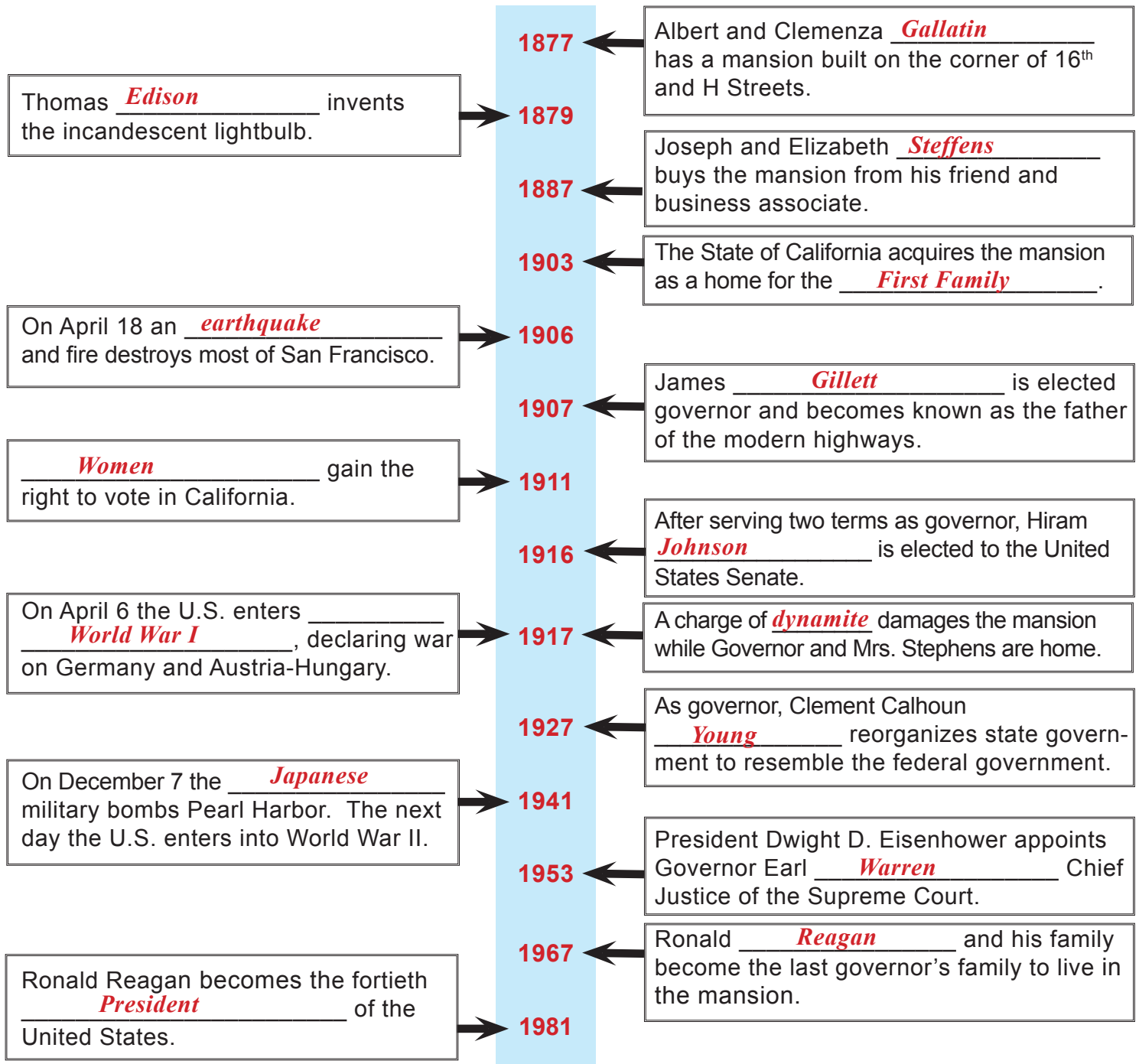
NAME: _____

DATE: _____

Filling in the Blanks in History

Directions: Using the word key fill in the blanks to complete the timeline.

Japanese	Steffens	Gillett	Reagan	First Family
Johnson	Women	Warren	President	World War I
Edison	Dynamite	Young	Gallatin	Earthquake





Appendix D

Content Standards for California Public Schools

Lesson 1—A Mansion Is A Home

Pre-tour Activity 1

History-Social Science—Grade 4

4.1.5

English-Language Arts—Grade 4

Written and Oral English Language Conventions 1.1

Listening and Speaking Strategies 1.1, 1.2, 1.8, 1.9

Visual and Performing Arts: Visual Arts—Grade 4

3.1

Pre-tour Activity 2

History-Social Science—Grade 4

4.1.5

English-Language Arts—Grade 4

Reading Comprehension 2.2, 2.3, 2.4, 2.5

Writing Strategies 1.2, 1.5, 1.6, 1.7, 2.3

Written and Oral English Language Conventions 1.1, 1.2

Listening and Speaking 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2

Post-tour Activity

English-Language Arts—Grade 4

Writing 2.1, 2.3

Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.7

Lesson 2—Victorian Architecture

Pre-tour Activity 1

History-Social Science—Grade 4

4.1.5

English-Language Arts—Grade 4

Reading 1.5, 1.6, 2.2

Visual and Performing Arts: Visual Arts—Grade 4

1.3, 1.5, 3.1, 5.3

Pre-tour Activity 2

History-Social Science—Grade 4

4.1.3, 4.1.4, 4.1.5

English-Language Arts—Grade 4

Writing 1.3, 2.3

Written and Oral English Language Conventions 1.1, 1.2, 1.4

Listening and Speaking 1.1, 1.8

Visual and Performing Arts: Visual Arts—Grade 4

1.5, 3.1, 5.3



Post-Tour Activity

English-Language Arts—Grade 4

Writing 2.1, 2.3

Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.7

Visual and Performing Arts: Visual Arts—Grade 4

1.5

Lesson 3—Water, Water, Everywhere

Pre-tour Activity 1

History-Social Science—Grade 4

4.1.3, 4.1.4, 4.1.5

Pre-tour Activity 2

History-Social Science—Grade 4

4.1.3, 4.1.4, 4.1.5, 4.3.1, 4.3.3, 4.4.2, 4.4.4

English-Language Arts—Grade 4

Reading 1.5, 1.6, 2.2, 2.3

Post-tour Activity

English-Language Arts—Grade 4

Writing 1.1, 1.2, 1.3, 1.4, 1.10, 2.1, 2.3

Lesson 4—The Governor Leads

Pre-tour Activity 1

History-Social Science—Grade 4

4.5.4

English-Language Arts—Grade 4

Reading 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Writing 1.5, 1.8, 2.4

Written and Oral English Language Conventions 1.1, 1.3, 1.4, 1.5, 1.6

Pre-tour Activity 2

History-Social Science—Grade 4

4.5.4

English-Language Arts—Grade 4

Reading 2.2, 2.3, 2.4, 2.5

Writing 1.1, 1.2, 1.10, 2.3, 2.4

Post-tour Activity

English-Language Arts—Grade 4

Writing 1.1, 1.2, 1.4, 1.10, 2.1

Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.7

Lesson 5—Families in the Mansion

Pre-tour Activity 1

History-Social Science—Grade 4

4.3.2, 4.3.4, 4.4.3, 4.4.4

English-Language Arts—Grade 4

Reading 2.2, 2.3, 2.4, 2.5,



Writing 1.4

Written and Oral English Language Conventions 1.1, 1.4, 1.7

Pre-tour Activity 2

History-Social Science—Grade 4

4.1.54.4.4, 4.4.5, 4.4.7, 4.4.8, 4.5.4

English-Language Arts—Grade 4

Reading 2.2, 2.5

Writing 1.4, 2.4

Written and Oral English Language Conventions 1.1, 1.2, 1.3

Post-tour Activity

History-Social Science—Grade 4

4.4.3, 4.4.4

English-Language Arts—Grade 4

Reading 1.2, 1.3, 1.6, 2.1, 2.2, 2.4, 2.6

Writing 1.6, 1.7

Written and Oral English Language Conventions 1.1, 1.2

Listening 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2

Visual and Performing Arts: Theatre—Grade 4

1.2, 2.1, 2.3, 5.1, 5.2



Appendix E

Contact Information for Capital District State Museums & Historic Parks

California State Capitol Museum

10th and “L” Street
State Capitol, Room B-27
Sacramento, CA 95814
(916) 324-0333

California State Indian Museum

2618 “K” Street
Sacramento, CA 95816
(916) 324-0971

**Governor’s Mansion
State Historic Park**

1526 “H” Street
Sacramento, CA 95814
(916) 323-3047

**Leland Stanford Mansion
State Historic Park**

800 “N” Street
Sacramento, CA 95814
(916) 324-0575

**California State Railroad Museum/
Old Sacramento State Historic Park**

111 “I” Street
Sacramento, CA 95814
(916) 445-7387
Recorded program information:
(916) 445-6645

Sutter’s Fort State Historic Park

2701 “L” Street
Sacramento, CA 95816
(916) 445-4422

District Headquarters

101 “J” Street
Sacramento, CA 95814
(916) 445-7373

—School Group Reservations—

ReserveAmerica

Toll free (866) 240-4655



Sources of Information

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www.governor.ca.gov/govsite/govsgallery/h/index.html.

California State Capitol Museum. <http://capitolmuseum.ca.gov>.

Sacramento Association of Museums. www.sacmuseums.org.

California Museum for History, Women and the Arts. www.californiamuseum.org.